

AN ANALYSIS OF AFTER-SCHOOL ACTIVITIES  
AS RELATED TO TELEVIEWING

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
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Master of Science in Education

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by  
Larry Clark Martindale  
June 1969

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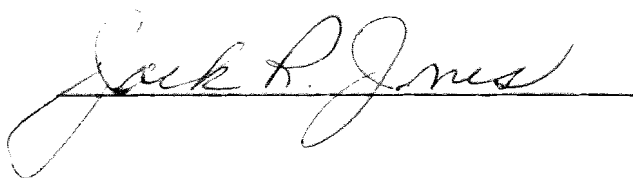
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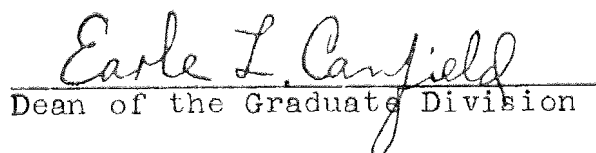
by

Larry Clark Martindale

Approved by Committee:

  
Chairman



  
Dean of the Graduate Division

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The home environment of the elementary child offers little if any significant intellectual and cultural challenge. Most home environments provide very few magazines, books, recordings, or other types of enriching resources. Table I shows, however, that in a recent survey ninety-six per cent of homes in the Des Moines area have a television set. The programs offered during after-school hours from 3:00 p.m. to 6:00 p.m. consist largely of variety programs, soap operas, westerns, and cartoons. One educator stated:

Fragmentary and as yet minimal research continues to tell us that whether they like it or not, or are conscious of it, people do learn by television. The three-year-old who once played with rag dolls, now sits, eyes glued to the tube, and learns--learns what?<sup>1</sup>

The elementary child will learn only those things which are programmed: westerns, cartoons, and commercials. It appears that the home environment expresses a serious need for programmed resources that (1) extend the total learning experiences of the school day; (2) allow children more time and opportunity to pursue the ever-broadening body of knowledge to be learned; and (3) stimulate parental

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<sup>1</sup>Harvey Kessler Meyer, "Televised Learning," Educational Leadership, XXIII (March, 1966), 465.

TABLE I  
TV HOME ESTIMATES BY COUNTY

County	Total Homes	TV Homes	TV Per Cent
Boone	8,400	8,000	95
Story	14,800	13,800	94
Guthrie	4,000	3,700	93
Dallas	7,700	7,500	95
Polk	92,600	88,400	96
Jasper	11,500	11,000	95
Adair	2,900	2,800	95
Madison	3,800	3,600	96
Marion	7,600	7,100	94
Warren	6,600	6,300	95
Union	4,100	3,800	88
Clarke	2,300	2,100	92
Lucas	3,200	2,800	89
Wayne	2,900	2,500	89
TOTALS	172,400	163,200	Average 94 per cent

Acknowledgement of credit is made to Des Moines Independent Community School District for the data on TV Home Estimates By County, Exhibit C in the "Initial Application for Funds Under Title III," January 15, 1967.



involvement in the child's world.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this study to: (1) make surveys of after-school activities of elementary school children, (2) analyze the results of the surveys as related to after-school televiewing, (3) present recommendations for improving after-school television programming based on data received from the surveys and literature investigated.

Importance of the study. The only agencies or institutions which have direct influential contact with all school children are the schools. Furthermore, the schools are in an excellent position to assess these programmed needs. Historically, one of the school's programs has been to penetrate the home environment. The medium of educational television makes these objectives possible.

Elementary children need to understand the relationships between what goes on in school and in everyday life. Often children live in a composite of two unrelated worlds--home and school. The challenge for educators is to help the child bridge the gap between these two spheres in order that learning in school will find activity, application, and meaning in the often uncontrolled home environment.

There is an apparent need for a program or individual with whom the child can relate two separate worlds--home and school. In the school situation, the program could direct attention forward to the experience opportunities in the home, and at home the program could refer back to the learning activities of the school. Educational television can supply this means of transition for all who view its broadcast. The television personality is a very impressionable reality to the elementary child. During this age, children relate to studio teachers and entertainers almost as closely as if in face-to-face contact. Many television advocates have stressed the camera's ability to place every child in a position better than a front-row seat.

## II. DEFINITIONS OF TERMS USED

After-school activities. Throughout the report of this investigation, the term "after-school activities" shall be interpreted as meaning those activities performed by elementary school children between the hours of 3:00 p.m. to 6:00 p.m.

Community. The term "community" includes fourteen counties covering 7,758 square miles in south-central Iowa which are served by educational television station K.D.P.S., channel 11, of Des Moines, Iowa.

Elementary children. The term "elementary children" shall be interpreted as boys and girls currently enrolled in grades three, four, five, and six residing in the community. An attempt was made to interpret the data received representative of primary and intermediate grade levels. The investigator did not survey grades kindergarten, one, and two because it was felt such information could not be accurately evaluated.

K.D.P.S. Throughout the report of this investigation, the letters "K.D.P.S." refer to the educational television station, channel 11, located in Des Moines, Iowa. This educational television facility is owned and operated by the Independent School District of Des Moines in association with the Polk County Board of Education.

Questionnaires. Since this investigation was conducted in only one community, the terms "pre and post questionnaires" shall be interpreted as the information gained concerning after-school activities within that community. The investigator used two trials of the same questionnaires on two separate occasions to determine the after-school activities of the community involved. Both questionnaires employed included questions for parents and students.

## CHAPTER II

### REVIEW OF LITERATURE

Throughout history, mediums of communication have been met with various feelings ranging from acceptance to rejection. Gilbert Seldes has written that "custom, snobbery, and a kind of vested interest in what we have learned to like" have tended to influence readers, listeners, and viewers.<sup>1</sup>

Televiewing is a reality in American life. It would be difficult to discuss televiewing by children without including television as a whole. Like siblings, the television set has become a major part of the American family. Few children grow up in homes today without the companionship of a television set.

A Nielsen report in 1963 reported that an "estimated 49.8 million homes (91 per cent of total households in continental United States) are equipped with one or more television sets." Nielsen further indicated that "television set usage follows seasonal patterns, ranging from somewhat more than four hours per home per day in July and August to

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<sup>1</sup>New Trends in the Public's Measure of Television and Other Media, report by Elmo Roper and Associates, January 17, 1964, cited by Roy Danish, Director Television Information Office, New York, March, 1964, p. iii.

about six hours in January."<sup>1</sup>

One specialist in the area of television and education reported cautiously that for some children, under some conditions, some television is harmful. For other children under the same conditions, or for the same children under other conditions, it may be beneficial. He also wrote that for most children, under most conditions, most television is probably neither particularly harmful nor beneficial.<sup>2</sup>

Schram further stated what television is bringing to children is not much different from radio and movies, but what children bring to television and other mass media is almost unlimited.

Television has spread widely over North America as no other mass medium. Time magazine, October 13, 1958, reported that 43 million United States homes had television sets turned on an average of five hours and 56 minutes each day.

In the early 1950's many writers believed that televiewing would be a short-lived pastime. The studies during this period, however, showed an increase in televiewing. In 1950, the elementary child spent an average of 21 hours

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<sup>1</sup>Television 1963 (Nielson Marketing Service, A. C. Nielsen Company, Chicago, Illinois, 1963), p. 12.

<sup>2</sup>Wilbur Schram, Television in the Lives of Our Children (New York: Stanford University Press, 1961), p. 3.

per week televiewing; but in 1951, this average dropped to 19 hours. During the next two years, the average hours rose to 23 showing a small increase. By 1955, the elementary child spent an average of 24 hours televiewing; but in 1957 a decline was shown in 22 hours average. In 1958, the average for elementary children was 20 hours, and in 1959, the average rose to 21 hours.<sup>1</sup>

Witty further stated that high school students spend less time televiewing than elementary children. The average in 1951 was 14 hours per week. In 1958, it was 13 hours and in 1959, high school students spent an average of 12 hours per week televiewing.<sup>2</sup>

According to Witty, parents averaged 24 hours per week televiewing in 1950. By 1951, 20 hours, 19 hours in 1953, 21 hours in 1955, and 20.5 hours in 1959.

Teachers were found to spend less time televiewing than either children or parents. In 1951, teachers averaged 9 hours per week. In 1953 and 1955, the average rose to 12 hours. This average continued until 1959 when teachers spent 15 hours televiewing.<sup>3</sup>

The National Society for the Prevention of Blindness

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<sup>1</sup>Paul A. Witty, "School Children and Television," report published by television information office, New York, New York, 1960, p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

has stated that the eyes are not harmed in televiewing if the individual observes proper lighting of the room, clear focusing of the television screen, and proper seating. It also pointed out that the eyes should be given a rest period at regular intervals during televiewing.

Educators often believe that children today spend less time in creative activities, reading, hobbies, and outdoor play than in the years that preceded television. However, according to Schram, children were spending almost as much time listening to radio as they now spend televiewing.

They listened about two hours a day when they were in the early grades; a little over three hours a day in the middle school years; a little less in high school. From first through twelfth grades, then the typical child gave radio two to three hours a day.<sup>1</sup>

Recent research tends to conclude that the quality of children's reading has improved. For example, LaZarus reported:

Whether because of T.V. or in spite of it, youngsters (both elementary and secondary) are reading more than ever, according to unanimous reports of librarians (school and public).<sup>2</sup>

Battin stated that 57 per cent of the boys and 59 per cent of the girls followed the same hobbies as before

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<sup>1</sup>Wilbur Schram, Television in the Lives of Our Children (New York: Stanford University Press, 1961), p. 5.

<sup>2</sup>Arnold L. LaZarus, "Pupils' T.V. Habits," Educational Leadership, XIII (January 19, 1956), 241-242.

the arrival of television.<sup>1</sup> Battin also found that 38 per cent of the boys and 34 per cent of the girls developed new hobbies while only 5 per cent of the boys and 7 per cent of the girls indicated less hobby interest.

In 1957 Paterson made a comparative study of the relationship of children's after-school activities to their school progress and adjustment.<sup>2</sup> His study disclosed that television, studying, reading, outdoor play, religious activities, and creative arts did not show significant differences in participation of after-school activities by children studied. Paterson did find significant differences in participation in after-school activities between high achievers and low achievers. The high achievers were more predominate in reading, studying, indoor play and club activities.

Parents and educators alike have shown concerned interest in television and the child. Many are fearful of the effects that programming will have on the child. Podolsky wrote:

There is a natural tendency of the child's mind

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<sup>1</sup>T. C. Battin, Television and Youth, report published by T. V. Information Committee National Ass. of Radio and T.V. Broadcasters, Washington, D.C., 1954, p. 4-7.

<sup>2</sup>H. F. Paterson, Jr., "The Relationship of Children's Out-of-School Activities to Their School Progress and Adjustment," Publication No. 22, p. 124. Dissertation Abstracts, Vol. 17, No. 12, University Microfilms, Ann Arbor, Mich., December, 1957.



to continue turning over throughout the night what he has seen or heard before going to sleep. There is a deepening of impressions the next day by retelling and reenacting these things during playtime. There is a potent tendency in children to vicarious participation in plots seen and heard, so that, in recollection or dreams, the child substitutes himself and family for the victim or victims thus intensifying unwholesome emotional reactions.<sup>1</sup>

It seems evident from the literature reviewed that a fully developed, analysis of television and activities of children is a complex topic for study. It appears that if television is going to be truly effective, educators and parents must encourage the development of improved programs suited for children. By working together, parents and teachers can promote the "Pied Piper" to one of the most stimulating intellectual creative activities. Ralph Garry has written:

Television can take them out of the neighborhood to anywhere in the world, to any time and place in history. Through these programs children visit other countries and see their customs and practices; they meet other people, some famous, some ordinary; they participate in historic events. These are programs that shape interests and expand horizons.<sup>2</sup>

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<sup>1</sup>E. Podolsky, "Horrors," California Parent-Teacher Journal (December, 1952), cited by Elizabeth B. Hurlock in Child Development, (3d ed., McGraw-Hill, N.Y., 1956), pp. 358-359.

<sup>2</sup>Ralph Garry, For the Young Viewer, Television Programming For Children...At the Local Level (New York: McGraw Hill Book Company, Inc., 1962), p. 7.

### CHAPTER III

#### RESULTS OF THE QUESTIONNAIRE STUDY

Two questionnaires were personally delivered to three elementary schools in Des Moines, Iowa concerning after-school activities of elementary children in grades three, four, five, and six. Eight hundred and seventy-one children were within this category. Three schools were selected in order to represent differing economic levels within the community. In order to determine seasonal differences in relation to after-school activities and the effect of a new educational televised program produced by K.D.P.S. Television, the investigator surveyed the three schools on two occasions. The first trial questionnaire was distributed in October, 1967 and the second trial questionnaire in April, 1968. On both occasions the questionnaires were identical and contained questions for students to answer within the classroom and questions to be taken home by the student and completed by the parent. Within one week the return of the first questionnaire showed a parent response of eighty-four per cent. The second questionnaire showed a parent response of sixty-one per cent. Student response on both questionnaires was one hundred per cent based on current daily attendance for the days indicated. Before the questionnaires were

distributed a complete explanation of procedures was presented. (See Appendix A.)

In securing the data for the questionnaires the investigator selected questions pertinent to after-school activities in grades three, four, five, and six. The questionnaires were prepared through consultation with Dr. Louis F. Heger, professor of Education, Drake University; and Mr. John A. Montgomery, Director of Educational Television, Des Moines Public Schools.

A middle class elementary school in Des Moines, Iowa was used for validation purposes. Two questionnaires were delivered to teachers at Cattell Elementary School with written instructions for administering to students and their parents in grades three, four, five, and six. (See Appendices B and C.) Within one week ninety-four per cent parent response was indicated. Student response based on current daily attendance was one hundred per cent. The results of the questionnaires were validated by the investigator, students, parents, and advisors assisting in the project.

Considerable interest was shown in the survey as was evidenced by the high percentage of returns. Many parents wrote additional information and all principals requested a summary of the results.

Table II shows that on the student response, the

TABLE II

STUDENT RESPONSE OF AFTER-SCHOOL ACTIVITIES AS  
INDICATED ON THE PRE AND POST QUESTIONNAIRES

Activity	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		
	Pre	Post	Per Cent of Change	Pre	Post	Per Cent of Change	Pre	Post	Per Cent of Change	Pre	Post	Per Cent of Change
Play and Sport	149	218	32	159	271	41	163	255	36	153	227	32
Watch TV	108	103	4.6	87	128	32	97	146	33	92	126	33
Read	29	10	65	17	40	57	17	25	32	28	45	38
Homework	16	14	-12	19	30	36	80	56	30	79	67	15
Work and or Help Parents	134	133	-7	172	203	15	145	201	28	149	188	21

majority of elementary children either played games or participated in sport activities after school. Third grade children showed thirty-two per cent increase in play and sport activity, whereas four per cent decrease was found in televiewing habits. Fourth grade children indicated a thirty-two per cent increase in televiewing, whereas fifty-seven per cent increase was evidenced in reading. Fifth grade children showed an increase of thirty-six per cent in play and sport activity, while thirty-three per cent increase was indicated in televiewing. Significant variations were also noted when sixth grade children showed a thirty-three per cent increase televiewing, whereas a fifteen per cent decrease in homework was indicated.

Table III indicates percentage of response on the pre questionnaire based on current school attendance on October 30, 1967. The following percentages of parent response were found.

Third grade parents	82 per cent
Fourth grade parents	79 per cent
Fifth grade parents	89 per cent
Sixth grade parents	69 per cent

Table IV shows percentage of parent response on the post questionnaire based on current school attendance of April 15, 1968. The following percentages were shown.

Third grade parents	76 per cent
Fourth grade parents	58 per cent
Fifth grade parents	70 per cent
Sixth grade parents	75 per cent

TABLE III  
PARENT RESPONSE TO PRE QUESTIONNAIRE

Schools	Third			Fourth			Fifth			Sixth		
	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%
Adams	78	73	94	91	81	89	71	65	91	79	67	85
Moulton	60	43	72	57	36	63	57	48	84	59	47	80
Windsor	81	64	79	75	60	80	85	76	89	78	76	97
Total	219	180	82	223	177	79	213	189	89	276	190	69

TABLE IV  
PARENT RESPONSE TO POST QUESTIONNAIRE

Schools	Third			Fourth			Fifth			Sixth		
	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%	Stu- dent	Par- ent	%
Adams	68	61	90	88	63	72	79	49	82	76	53	70
Moulton	50	37	74	62	21	34	42	30	71	51	42	82
Windsor	76	49	64	75	46	61	84	65	77	82	62	76
Total	194	147	76	225	130	58	205	144	70	209	157	75

Parents reported in all grades children spending most of their time in play and sport activity. Table V indicates televiewing ranked second in after-school activities. Parent response on the post questionnaire was lower than

the pre questionnaire indicating a per cent decrease on all items shown.

TABLE V  
PARENT RESPONSE OF CHILD'S AFTER-SCHOOL ACTIVITIES

	Third			Fourth			Fifth			Sixth		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Play and Sport	138	106	23	133	87	35	126	85	33	96	74	23
Watch T.V.	86	56	35	90	38	58	115	53	54	94	58	35
Read	47	25	47	44	23	48	35	18	49	33	23	30
Study	26	19	27	30	8	73	62	25	60	54	28	48
Work and Help Parents	31	20	35	25	17	32	31	26	16	39	22	44

In reply to question two, part one of the questionnaire, parents indicated third grade children increased seven per cent in "televiewing" and fifty per cent increased in "going to the library" from one to three hours. Table VI further indicates children spending more time "experimenting" and "training pets" from one to three hours weekly than indicated on the pre questionnaire.

From the data given in Table VII, fourth grade children showed a thirty-two per cent decrease in "televiewing" with a thirty-three per cent increase in "experimenting" from one to three hours weekly. A sixty-seven per cent increase in "other activities" was shown during the same

TABLE VI

THIRD GRADE PARENT RESPONSE TO TOTAL TIME EACH WEEK THEIR CHILD SPENDS  
DOING OUT-OF-SCHOOL ACTIVITIES

Activity	No Time		Less Than 1 hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More			
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Go to the Library	65	43	34	68	62	9	6	12	50	1	0	100	1	0	100	0	0	0	0	0	0
Build Things	22	23	4	39	48	19	61	41	33	18	11	39	5	4	20	1	1	0	0	1	100
Read Books	12	8	33	36	45	20	83	61	27	33	28	15	7	5	29	1	2	50	1	2	50
Collect Things	42	27	36	64	58	9	41	23	44	4	5	20	0	1	100	0	2	100	1	3	67
Experiment	65	47	28	51	48	6	15	18	17	1	3	67	0	0	0	0	0	0	0	2	100
Visit Interest- ing Places	37	37	0	58	45	22	43	29	33	7	1	86	1	2	100	0	1	100	0	3	100
Train Pets	94	71	24	55	30	45	9	17	47	2	3	33	0	2	100	0	0	0	1	2	50
Watch TV	5	4	20	9	10	10	28	30	07	37	34	8	28	22	86	43	29	33	20	3	85
Play Musical Instrument	113	68	40	15	9	40	21	12	43	5	11	55	1	8	36	0	1	100	0	1	100
Go to the Movies	100	57	43	22	33	33	28	30	07	1	8	86	0	1	100	0	0	0	0	2	100
Listen to Radio	53	36	32	43	53	19	31	17	45	10	13	23	1	3	67	0	1	0	1	1	0
Do Home Work	31	24	23	60	48	20	58	49	16	5	8	38	2	2	0	1	1	0	1	0	100
Cook	73	62	15	55	54	2	16	10	60	0	2	100	0	0	0	0	0	0	0	1	100
Other Things	11	13	15	9	14	36	20	28	29	20	13	35	11	5	55	6	2	67	10	6	40



TABLE VII

FOURTH GRADE PARENT RESPONSE TO TOTAL TIME EACH WEEK THEIR CHILD SPENDS  
DOING OUT-OF-SCHOOL ACTIVITIES

Activity	No Time			Less Than 1 hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Go to the Library	68	36	47	67	60	10	16	9	44	0	0	0	0	0	0	0	0	0	0	0	0
Build Things	23	8	65	63	45	29	53	53	0	16	5	69	2	0	100	1	2	50	0	0	0
Read Books	9	6	33	46	43	7	72	50	31	19	17	12	10	7	30	5	3	40	0	0	0
Collect Things	28	25	11	60	46	23	42	30	29	8	12	33	3	4	25	1	0	100	3	0	100
Experiment	55	34	38	46	42	9	14	21	33	7	2	71	2	1	50	1	1	0	1	1	0
Visit Interest- ing places	36	17	53	53	47	11	35	30	14	9	2	77	0	2	100	0	0	0	1	0	100
Train Pets	89	57	36	28	30	7	14	14	0	5	3	40	0	2	100	2	2	0	1	0	100
Watch TV	1	5	80	4	3	25	34	23	32	39	28	28	41	27	34	32	16	50	10	13	23
Play Musical Instrument	83	38	54	15	18	17	27	20	26	11	10	9	1	3	67	0	2	100	1	1	0
Go to the Movies	86	44	49	25	31	19	18	18	0	1	1	0	0	2	100	0	0	0	0	0	0
Listen to Radio	46	19	59	46	43	7	29	26	10	5	5	0	4	2	50	1	0	100	1	2	50
Do Home Work	17	11	35	59	47	20	58	43	26	11	7	36	1	2	50	1	1	0	0	0	0
Cook	52	31	40	64	49	23	83	17	79	5	2	60	0	0	0	0	0	0	0	0	0
Other Things	4	4	0	9	9	0	5	15	67	19	13	32	7	7	0	5	1	80	6	7	14

time segment. Parents also indicated a twenty-three per cent increase of children watching television more than thirteen hours weekly.

Table VIII indicates that from one to three hours weekly, most fifth grade children did "homework" on both the pre and post questionnaires. The second most frequent activity during the same time segment was "reading books." "Building things" ranked third, while "televiewing" was fourth most frequent activity participated in during one to three hours weekly. A ten per cent increase was found in "other activities" from four to six hours, whereas a forty-four per cent increase was evidenced on the same question from seven to nine hours weekly.

Table IX shows parents indicated sixth grade children spend the majority of their time from seven to nine hours weekly "televiewing." "Homework" ranked second and "other activities" fourth during the same time segment. Sixth grade children spend most of their time from one to three hours weekly "reading books."

From the data shown on the pre questionnaire in Table X, all grades indicated high percentages of possessing black and white television sets. Parents of third grade children showed ninety-five per cent possessing a black and white television, whereas thirty-five per cent indicated a color television in the home. Parents of children in grades

TABLE VIII

FIFTH GRADE PARENT RESPONSE TO TOTAL TIME EACH WEEK THEIR CHILD SPENDS  
DOING OUT-OF-SCHOOL ACTIVITIES

Activity	No Time			Less Than 1 hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Go to the Library	66	55	17	85	70	18	11	13	15	1	6	83	0	2	100	0	0	0	0	0	0
Build Things	31	30	3	54	56	4	56	33	41	20	6	70	5	1	80	1	2	50	0	2	100
Read Books	11	17	35	40	42	5	65	54	17	41	22	46	8	10	20	4	3	25	1	4	75
Collect Things	44	51	14	65	52	20	32	22	31	11	10	9	4	1	75	1	0	100	2	2	0
Experiment	87	57	30	41	42	2	20	22	9	2	3	33	2	2	0	0	1	100	1	1	0
Visit Interest- ing Places	54	45	17	48	43	10	37	42	12	9	10	10	1	4	75	0	0	0	1	1	0
Train Pets	101	75	26	41	27	34	14	17	18	4	7	43	2	5	60	2	1	50	4	1	75
Watch TV	2	3	33	7	8	13	37	28	22	34	28	18	24	26	10	41	23	44	20	14	43
Play Musical Instrument	77	60	22	33	26	21	21	15	29	30	17	43	14	7	50	0	0	0	0	4	100
Go to the Movies	94	55	41	24	37	35	29	28	3	0	8	100	0	0	0	0	2	100	0	0	0
Listen to Radio	48	22	54	52	57	9	35	43	19	28	16	43	4	5	20	3	2	33	1	2	50
Do Home Work	7	8	13	36	43	16	87	66	24	35	21	40	10	10	0	0	0	0	2	0	100
Cook	65	39	40	61	68	10	31	32	3	2	1	50	2	1	50	0	0	0	1	0	100
Other Things	10	16	38	11	10	9	19	19	0	19	21	10	9	16	44	5	4	20	6	6	0

TABLE IX

SIXTH GRADE PARENT RESPONSE TO TOTAL TIME EACH WEEK THEIR CHILD SPENDS  
DOING OUT-OF-SCHOOL ACTIVITIES

Activity	No Time			Less Than 1 hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Go to the Library	45	53	23	101	54	47	15	23	35	1	0	100	0	0	0	0	0	0	0	0	0
Build Things	35	26	26	68	51	25	31	38	18	27	5	81	5	5	0	1	0	100	0	0	0
Read Books	4	11	64	29	40	28	76	47	38	28	15	46	6	12	50	6	5	17	3	3	0
Collect Things	53	47	11	70	46	34	33	23	33	5	1	80	1	0	100	0	1	100	2	1	50
Experiment	83	56	33	48	52	8	25	11	56	4	4	0	2	2	0	0	0	0	1	0	100
Visit Inter- esting Places	43	35	19	62	49	21	26	42	38	15	6	60	1	0	100	1	1	0	3	2	33
Train Pets	97	72	26	40	27	33	11	19	42	5	6	17	2	6	67	0	1	100	0	1	100
Watch TV	1	2	50	9	6	33	32	30	6	43	28	35	42	32	24	27	28	4	14	21	33
Play Musical Instrument	79	70	11	17	14	18	26	20	23	22	9	59	14	6	57	0	2	100	5	1	80
Go to the Movies	66	63	5	40	34	15	40	34	15	7	4	43	0	2	100	1	1	0	0	2	100
Listen to Radio	27	26	4	56	38	32	43	43	0	12	15	20	12	9	25	3	6	50	5	4	20
Do Home Work	3	7	57	31	27	13	60	53	12	45	37	18	23	5	78	6	0	100	0	2	100
Cook	46	40	13	63	46	27	46	43	7	5	3	40	1	2	50	1	0	100	1	2	50
Other Things	4	7	43	11	15	27	32	18	44	23	21	9	11	15	27	4	6	33	8	11	27

four and five showed similar ownership of black and white, and color television sets. Parents of sixth grade children indicated eighty-eight per cent black and white and twenty-two per cent color television sets in the home.

TABLE X

PARENTS HAVING BLACK AND WHITE AND COLOR TELEVISION  
IN THE HOME ON PRE QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-			Total Re-			Total Re-			Total Re-		
	sponse	No.	%	sponse	No.	%	sponse	No.	%	sponse	No.	%
Color												
T. V.	(180)	63	35	(177)	46	26	(189)	51	27	(190)	42	22
B/W T.V.		171	95		161	91		174	92		168	88
No Color												
T.V.		127	71		126	71		137	72		131	69
No B/W												
T.V.		7	4		9	5		20	11		3	2

Table XI shows results of post questionnaire indicating that ownership of black and white television sets remained about the same, whereas, an increase in color television sets was shown on all grade levels.

From data given in Table XII, all grades in the pre questionnaire indicated greater percentages of children who watch television after school between the hours of 3:00 p.m. and 6:00 p.m. than those that did not. Third grade children

showed the highest response with seventy-eight per cent televiewing between designated hours, whereas sixth grade children indicated the highest per cent (nineteen per cent) of those that did not watch television.

TABLE XI

PARENTS HAVING BLACK AND WHITE AND COLOR TELEVISION  
IN THE HOME ON POST QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%
Color												
T.V.	(147)	53	36	(130)	38	29	(144)	56	39	(157)	41	26
B/W T.V.		126	86		106	82		133	94		136	87
No Color												
T.V.		84	57		80	62		87	60		101	64
No B/W												
T.V.		6	4		11	8		7	5		5	3

TABLE XII

CHILDREN WATCHING T.V. AFTER SCHOOL  
BETWEEN 3:00 P.M. AND 6:00 P.M.  
ON PRE QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%
Children												
who watch												
T.V.	(180)	141	78	(177)	137	77	(189)	138	73	(190)	122	64
Children												
who do not												
watch T.V.		16	9		33	12		33	18		36	19

Table XIII indicates parent post questionnaire results showing fourth grade children televiewing a total of seventy four per cent, whereas sixth grade children were found to have a total of twenty per cent who did not watch television between the hours of 3:00 p.m. and 6:00 p.m. Monday through Friday. However, it was found that children in grades three through five viewed television less, whereas sixth grade children viewed more television.

TABLE XIII

CHILDREN WATCHING T.V. AFTER SCHOOL  
BETWEEN 3:00 P.M. AND 6:00 P.M.  
ON POST QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total	Re-		Total	Re-		Total	Re-		Total	Re-	
	sponse	No.	%	sponse	No.	%	sponse	No.	%	sponse	No.	%
Children who watch T.V.	(147)	90	61	(130)	96	74	(144)	100	69	(157)	106	67
Children who do not watch T.V.		15	10		16	12		26	18		31	20

In reply to question six, part one of parent questionnaire, third grade parents indicated children spend the majority of televiewing time from one to three hours weekly watching movies on WHO television. Table XIV shows third grade children watching the educational station K.D.P.S. television the least during the same time segment.

TABLE XIV

THIRD GRADE PARENT RESPONSE TO THE NUMBER OF HOURS THEIR CHILD  
WATCHES T.V. BETWEEN 3:00 AND 6:00 P.M. EACH WEEK

Channel	No Time			Less Than 1 Hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Channel 5	14	13	7	32	44	27	52	43	17	19	10	47	4	2	50	1	0	100	2	0	100
Channel 8	28	22	21	19	28	32	57	42	26	25	11	56	5	6	17	0	3	100	2	2	0
Channel 11	45	31	31	30	48	29	40	31	23	13	12	8	3	4	25	3	0	100	2	0	100
Channel 13	13	6	54	27	35	23	74	46	38	29	21	28	7	4	43	3	4	25	2	2	0



However, it was found third grade children showed a twenty-nine per cent increase in televiewing K.D.P.S. one hour or less.

Table XV shows children view K.D.P.S. television less than all other available stations. Fourth grade parents indicated children watch movies on WHO television most during one to three hours and a variety of programs on WOI television.

From the data given in Table XVI, fifth grade parents showed a thirteen per cent increase in children who watched K.D.P.S. television from one to three hours weekly between 3:00 p.m. and 6:00 p.m.

Table XVII indicates sixth grade children watch an adult variety program on K.R.N.T. television most and a variety of programs on WOI television second. A gradual per cent increase was found in sixth grade children watching television from one to thirteen hours weekly.

In reply to question seven, part one of parent pre questionnaire, third grade parents indicated that fifty-three per cent of program selection was "sometimes by the adult and sometimes by the child." Table XVIII indicates that forty per cent of third grade children select the television program, whereas only four per cent of adults do so. Forty-five per cent of fourth grade children were found to select television programs, whereas forty-four per

TABLE XV

FOURTH GRADE PARENT RESPONSE TO THE NUMBER OF HOURS THEIR CHILD  
WATCHES T.V. BETWEEN 3:00 AND 6:00 P.M. EACH WEEK

Channel	No Time			Less Than 1 Hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Channel 5	21	12	43	33	26	21	58	35	40	15	10	33	4	2	50	0	1	100	4	2	50
Channel 8	23	20	13	23	15	35	49	31	37	19	10	47	8	8	0	1	3	67	3	4	25
Channel 11	49	29	41	28	29	25	20	20	0	6	6	0	1	3	67	3	0	100	0	2	100
Channel 13	13	8	38	29	19	34	62	38	39	27	17	37	12	2	83	0	3	100	5	4	20

TABLE XVI

FIFTH GRADE PARENT RESPONSE TO THE NUMBER OF HOURS THEIR CHILD  
WATCHES T.V. BETWEEN 3:00 AND 6:00 P.M. EACH WEEK

Channel	No Time			Less Than 1 Hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Channel 5	29	16	45	42	39	7	52	43	17	17	27	37	5	4	20	1	0	100	1	1	0
Channel 8	32	22	31	28	30	7	52	32	38	25	23	8	10	9	10	2	3	33	2	2	0
Channel 11	59	39	34	36	30	20	33	38	13	9	4	56	3	2	33	2	2	0	0	0	0
Channel 13	22	12	45	31	24	23	59	46	22	24	22	25	20	6	70	4	5	20	3	1	67

TABLE XVII

SIXTH GRADE PARENT RESPONSE TO THE NUMBER OF HOURS THEIR CHILD  
WATCHES T.V. BETWEEN 3:00 AND 6:00 P.M. EACH WEEK

Channel	No Time			Less Than 1 Hour			1 - 3 Hours			4 - 6 Hours			7 - 9 Hours			10 - 13 Hours			More		
	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%	Pre	Post	%
Channel 5	11	23	52	42	37	12	60	39	35	9	21	57	4	2	50	1	0	100	1	1	0
Channel 8	26	26	0	20	22	9	61	43	30	19	23	17	6	13	54	2	3	33	6	4	33
Channel 11	67	54	19	32	26	19	25	26	4	3	10	70	1	2	50	2	3	33	0	0	0
Channel 13	14	13	7	27	21	22	58	48	17	22	38	42	11	9	18	4	2	50	7	5	29

cent of program selection was "sometimes by the adult and sometimes by the child." Fifth grade parents indicated a one per cent higher program selection "sometimes by adult and sometimes by child," forty-five per cent, than children alone, forty-four per cent. Sixth grade children were shown to have more influence in selecting television programs, forty-three per cent, whereas thirty-seven per cent "sometimes adult and sometimes child" program selection was indicated. All grade levels indicated lowest percentages of selection of television programs by "adult only."

TABLE XVIII

RESULTS OF PRE QUESTIONNAIRE CONCERNING PROGRAM SELECTION  
BETWEEN 3:00 P.M. AND 6:00 P.M. ON SCHOOL DAYS

	Third			Fourth			Fifth			Sixth		
	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%
Child	(180)	72	40	(177)	79	45	(189)	84	44	(190)	81	43
Adult		8	4		10	6		10	5		13	7
Sometimes Child/ Sometimes Adult		96	53		77	44		85	45		70	37

Table XIX shows a change in fifth and sixth grade parent response concerning program selection on the post questionnaire. Fifth grade parents indicated fifty per cent of the program selection was by "children," whereas sixth

grade parents indicated forty-one per cent of programs selected by the "child."

TABLE XIX

RESULTS OF POST QUESTIONNAIRE CONCERNING PROGRAM SELECTION  
BETWEEN 3:00 P.M. AND 6:00 P.M. ON SCHOOL DAYS

	Third			Fourth			Fifth			Sixth		
	Total Re-			Total Re-			Total Re-			Total Re-		
	sponse No.	%		sponse No.	%		sponse No.	%		sponse No.	%	
Child (147)	52	35	(130)	56	43	(144)	72	50	(157)	64	41	
Adult	4	3		11	9		9	7		4	2	
Sometimes Child/ Sometimes Adult	76	52		47	36		45	31		64	41	

Tables XX, XXI, XXII, and XXIII indicate parents spend most of their time with children watching television. Third grade parents ranked "reading" as second place on the pre questionnaire and third on the post questionnaire. Fourth grade parents indicated "visiting interesting places" as second on the pre and post questionnaires. "Homework" ranked second by fifth grade parents on both questionnaires. Sixth grade parents ranked "cooking" as second on the pre questionnaire and "other things" as second on the post questionnaire.

TABLE XX

## THIRD GRADE PARENT RESPONSE AS TO WHAT THEY DO WITH THEIR CHILD

Activities	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
Go to the Library	63	43	32	40	53	25	13	13	0	21	12	43
Make/Build Things	14	22	36	96	91	5	31	15	52	2	4	50
Read Books	11	13	16	99	88	11	50	29	42	10	5	50
Collect Things	9	50	82	95	69	27	11	4	64	5	2	60
Experiment	70	55	21	75	55	27	5	3	40	3	1	67
Visit Interesting Places	14	21	33	94	59	37	34	18	47	14	8	43
Train Pets	129	72	44	56	47	16	22	10	55	3	1	67
Watch T.V.	3	3	0	71	56	21	80	58	28	15	9	40
Play Musical Instrument	117	83	29	28	32	13	5	10	50	3	1	67
Go to Movies	49	40	18	94	52	45	6	4	33	12	7	42
Listen to Radio	41	22	46	90	76	16	34	18	47	3	6	50
Do Homework	19	16	16	98	78	20	31	30	3	15	9	40
Cook	39	29	26	80	71	11	24	15	38	17	12	29
Other Things	16	9	44	43	30	30	22	19	14	15	6	60

TABLE XXI

## FOURTH GRADE PARENT RESPONSE AS TO WHAT THEY DO WITH THEIR CHILD

Activities	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
Go to the Library	62	44	29	56	44	21	10	11	9	6	11	45
Make/Build Things	15	10	33	114	76	33	28	17	39	1	2	50
Read Books	16	11	31	96	78	19	36	23	36	8	2	75
Collect Things	58	37	36	76	59	22	8	11	27	6	1	83
Experiment	68	36	47	59	50	15	7	7	0	3	1	67
Visit Interesting Places	19	14	26	89	65	27	37	29	22	9	4	56
Train Pets	87	49	44	45	44	2	11	7	36	3	5	40
Watch T.V.	5	4	20	86	52	40	66	49	26	9	6	33
Play Musical Instrument	99	59	40	27	26	4	15	11	27	1	3	67
Go to Movies	42	27	36	90	71	21	7	5	29	4	8	50
Listen to Radio	41	20	51	88	66	25	15	18	17	3	5	40
Do Homework	17	12	42	107	81	24	25	19	24	9	4	56
Cook	29	18	38	73	55	25	32	28	13	12	7	42
Other Things	2	2	0	38	27	29	29	20	31	12	8	33



TABLE XXII

## FIFTH GRADE PARENT RESPONSE AS TO WHAT THEY DO WITH THEIR CHILD

Activities	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
Go to the Library	46	39	15	70	62	11	9	11	18	12	14	14
Make/Build Things	30	31	3	111	88	21	21	14	33	2	2	0
Read Books	38	36	5	121	91	19	25	11	56	2	1	50
Collect Things	69	61	12	80	60	25	9	7	22	-	-	0
Experiment	53	52	2	80	61	24	17	14	18	3	-	100
Visit Interesting Places	61	21	66	75	66	12	21	31	32	9	5	44
Train Pets	60	64	6	71	41	42	11	7	36	3	3	0
Watch T.V.	41	4	90	80	68	15	67	35	48	10	10	0
Play Musical Instrument	84	80	5	69	27	61	7	12	42	3	6	50
Go to Movies	64	37	42	83	70	16	10	12	17	6	5	17
Listen to Radio	28	36	22	108	74	31	30	15	50	5	5	0
Do Homework	24	10	58	97	87	10	40	35	13	9	3	67
Cook	23	16	30	73	78	6	35	22	37	9	10	10
Other Things	6	8	25	23	36	36	16	32	50	4	4	0

TABLE XXIII

## SIXTH GRADE PARENT RESPONSE AS TO WHAT THEY DO WITH THEIR CHILD

Activities	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
Go to the Library	58	57	2	75	60	20	14	17	18	14	6	57
Make/Build Things	28	26	7	105	81	23	17	24	29	4	2	50
Read Books	56	39	30	75	66	12	31	19	39	5	3	40
Collect Things	64	62	3	79	38	52	9	12	33	3	1	67
Experiment	70	58	17	87	58	33	5	6	17	1	1	0
Visit Interesting Places	22	15	32	100	81	19	32	30	6	11	11	0
Train Pets	79	82	4	47	30	36	11	15	27	4	7	43
Watch T.V.	7	6	14	77	54	30	74	62	16	9	12	25
Play Musical Instrument	110	86	22	41	27	34	16	12	25	1	3	67
Go to Movies	51	36	29	90	83	8	7	10	30	10	3	70
Listen to Radio	35	29	17	105	62	41	23	26	12	4	5	20
Do Homework	19	21	10	129	82	36	31	29	6	5	12	58
Cook	31	24	23	84	55	35	43	29	33	13	15	13
Other Things	5	5	0	36	29	19	41	31	24	7	14	50

In response to question two, part two of the parent pre questionnaire, the majority of parents indicated they watched television between 3:00 p.m. and 6:00 p.m. on school days. Table XXIV shows that fifty-nine per cent of fourth grade parents watch television on school days, while sixth grade parents indicated only forty-four per cent.

TABLE XXIV

PARENTS WHO WATCH T.V. BETWEEN 3:00 P.M. AND  
6:00 P.M. ON SCHOOL DAYS AS SHOWN  
ON PRE QUESTIONNAIRE

	Third		Fourth		Fifth		Sixth	
	Total Re-	sponse No. %	Total Re-	sponse No. %	Total Re-	sponse No. %	Total Re-	sponse No. %
Parents who Watch T.V.	(180)	102 57	(177)	105 59	(189)	110 58	(190)	84 44
Parents who do not Watch T.V.		63 35		58 33		68 36		83 44

Table XXV indicates parent response on the post questionnaire concerning question two, part two. Fifty-three per cent of third grade parents viewed television on school days between 3:00 p.m. and 6:00 p.m., whereas sixth grade parents ranked second with forty-five per cent.

TABLE XXV

PARENTS WHO WATCH T.V. BETWEEN 3:00 P.M. AND  
6:00 P.M. ON SCHOOL DAYS AS SHOWN  
ON POST QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-		%	Total Re-		%	Total Re-		%	Total Re-		%
	sponse No.			sponse No.			sponse No.			sponse No.		
Parents who	(147)	78		53 (130)	67	51	(144)	70	49	(157)	70	45
Watch T.V.												
Parents who do		45	31		42	32		45	31		57	36
not Watch T.V.												

Parents in all grades surveyed indicated they watched movies on WHO television between 3:00 p.m. and 6:00 p.m. on school days most of the time. Tables XXVI, XXVII, XXVIII, and XXIX show parent response indicating televiewing habits during this time segment.

Tables XXX and XXXI show that the majority of parents surveyed did not learn anything about their child's school work watching television between 3:00 p.m. and 6:00 p.m. on school days.

TABLE XXVI

THIRD GRADE PARENT RESPONSE AS TO HOW MUCH TIME SPENT WATCHING EACH CHANNEL  
BETWEEN 3:00 AND 6:00 P.M. ON SCHOOL DAYS

CHANNEL	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
WOI Channel 5	54	32	41	53	66	20	15	10	33	3	8	63
KRNT Channel 8	43	29	33	58	60	3	30	17	43	5	6	17
KDPS Channel 11	41	42	2	58	51	12	9	7	22	1	3	67
WHO Channel 13	33	23	30	66	60	9	41	23	44	11	7	18

TABLE XXVII

FOURTH GRADE PARENT RESPONSE AS TO HOW MUCH TIME SPENT WATCHING EACH CHANNEL  
BETWEEN 3:00 AND 6:00 P.M. ON SCHOOL DAYS

CHANNEL	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
WOI Channel 5	46	23	50	62	50	19	12	7	42	3	5	40
KRNT Channel 8	37	23	37	58	43	26	19	18	5	4	7	43
KDPS Channel 11	71	39	45	43	40	7	6	5	17	0	0	0
WHO Channel 13	30	19	37	67	47	30	33	24	27	6	6	0

TABLE XXVIII

FIFTH GRADE PARENT RESPONSE AS TO HOW MUCH TIME SPENT WATCHING EACH CHANNEL  
BETWEEN 3:00 AND 6:00 P.M. ON SCHOOL DAYS

CHANNEL	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
WOI Channel 5	33	46	30	47	58	19	12	8	33	0	1	100
KRNT Channel 8	55	38	31	60	49	18	26	14	46	11	4	63
KDPS Channel 11	77	57	26	52	48	8	4	6	33	2	0	100
WHO Channel 13	44	37	16	65	52	20	29	31	6	9	6	33

TABLE XXIX

SIXTH GRADE PARENT RESPONSE AS TO HOW MUCH TIME SPENT WATCHING EACH CHANNEL  
BETWEEN 3:00 AND 6:00 P.M. ON SCHOOL DAYS

CHANNEL	NEVER			SOMETIMES			OFTEN			ALWAYS		
	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent	Pre	Post	Per Cent
WOI Channel 5	55	46	16	55	54	2	11	12	8	2	2	0
KRNT Channel 8	44	39	11	53	42	20	34	27	21	7	8	13
KDPS Channel 11	78	78	0	37	41	10	8	5	38	0	1	100
WHO Channel 13	39	31	21	52	60	13	41	23	44	14	8	43



TABLE XXX

PARENTS WHO LEARNED ABOUT CHILDS' SCHOOL WORK  
BY WATCHING TELEVISION BETWEEN 3:00 P.M.  
AND 6:00 P.M. ON SCHOOL DAYS AS  
INDICATED ON PRE QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-			Total Re-			Total Re-			Total Re-		
	sponse	No.	%	sponse	No.	%	sponse	No.	%	sponse	No.	%
Parents who learned about school work	(180)	40	22	(177)	40	22	(189)	43	23	(190)	30	16
Parents who did not learn about school work		98	54		117	66		96	51		138	73

TABLE XXXI

PARENTS WHO LEARNED ABOUT CHILDS' SCHOOL WORK BY  
WATCHING TELEVISION BETWEEN 3:00 P.M. AND  
6:00 P.M. ON SCHOOL DAYS AS INDICATED  
ON POST QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-			Total Re-			Total Re-			Total Re-		
	sponse	No.	%	sponse	No.	%	sponse	No.	%	sponse	No.	%
Parents who learned about school work	(147)	35	23	(130)	33	19	(144)	42	22	(157)	39	20
Parents who did not learn about school work		75	51		72	41		86	45		98	52

In reply to question six, part two of the parent pre questionnaire, fifth grade parents showed a higher percentage watching K.D.P.S. television, twenty-eight per cent, during the school day than all other grades indicated. Table XXXII shows total response of parents on the pre-questionnaire concerning televiewing of K.D.P.S. during the school day.

TABLE XXXII

PARENTS WHO WATCH CHANNEL 11 DURING THE SCHOOL DAY AS INDICATED ON PRE QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%
Parents who watch channel 11	(180)	47	26	(177)	45	25	(189)	53	28	(190)	47	25
Parents who do not watch channel 11		53	29		54	30		48	25		56	29

In Table XXXIII the post questionnaire indicated a per cent increase of third, fourth, and fifth grade parents watching K.D.P.S. television during the school day. It was noted that sixth grade parents showed the lowest percentage, twenty-nine per cent, of parents watching K.D.P.S.

TABLE XXXIII

PARENTS WHO WATCH CHANNEL 11 DURING THE SCHOOL  
DAY AS INDICATED ON POST QUESTIONNAIRE

	Third			Fourth			Fifth			Sixth		
	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%	Total Re-	sponse No.	%
Parents who watch Channel 11	(147)	39	26	(130)	42	32	(144)	52	36	(157)	46	29
Parents who do not watch channel 11		33	22		30	23		38	26		51	32

Table XXXIV shows the number of children in grades three, four, five, and six who possess a library card, who have a hobby or collection, and who belong to a club. All grades indicated an increase in children possessing a library card from the pre questionnaire. Post questionnaire indicated that over fifty per cent of all children surveyed belonged to a club.

TABLE XXXIV

CHILDREN WHO POSSESS A LIBRARY CARD, HAVE A HOBBY OR  
COLLECTION, AND BELONG TO A CLUB

	Third		Fourth		Fifth		Sixth	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Ownership of Library Card	130	122	137	144	145	139	150	161
Have a Hobby or Collection	140	137	137	188	153	228	168	170
Belong to a Club	127	155	135	194	127	170	114	158
Total number of responses	219	194	223	225	213	205	216	209

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to: (1) make surveys of after-school activities of elementary school children, (2) analyze the results of the surveys as related to after school televiewing, and (3) present recommendations for improving after-school television programming based on data received from the surveys and literature investigated.

Two questionnaires were delivered to three elementary schools in Des Moines, Iowa concerning after-school activities of elementary children in grades three, four, five, and six. Three schools were selected in order to represent differing economic levels within the community. The questionnaires contained questions for students and parents to answer. The first questionnaire showed a parent return of eighty-four per cent and the second questionnaire showed a sixty-nine per cent return.

#### I. CONCLUSIONS

Conclusions from the study are as follows:

1. All children indicated "playing games or participating in sports" as the most popular after-school activity.
2. "Helping parents or working around the house"

ranked second by elementary school children as an after-school activity.

3. "Watching television" was indicated by children as the third most popular after-school activity.
4. All but fifth grade children showed a higher percentage of increase in "reading" on the post questionnaire.
5. Parents indicated "watching television" as the second most time consuming after-school activity of their children.
6. All parents reported "watching television" occupied the most time for children as a weekly after-school activity.
7. Color television in the home is increasing.
8. The majority of children watch television after school between the hours of 3:00 p.m. and 6:00 p.m.
9. Third grade children watch more television between 3:00 p.m. and 6:00 p.m. while sixth grade children ranked the lowest in viewing during these hours.
10. The majority of children watch either movies or variety programs on commercial television after school.
11. Over half of the third grade programs are selected "sometimes by adult or sometimes by child."
12. Program selection in the home generally is handled

rather democratically.

13. Parents reportedly spend the majority of their time between 3:00 p.m. and 6:00 p.m. watching television with their children after school.
14. Parents in grades three, four, and five showed an increase in watching K.D.P.S. television during the school day.
15. The majority of children are members of various clubs.

## II. RECOMMENDATIONS

The review of literature and findings indicate much thought and concern in regard to children and educational television. The investigator suggests the following recommendations for improving after-school television programming:

1. Additional research should be provided to help educators and program managers obtain a clearer picture of the effectiveness of after-school programming.
2. K.D.P.S. television needs to continue and broaden after-school programming based on the child's interests and fascinations.
3. Programming, whether documentary or drama, should be real and life-like.
4. Special attention should be given to casting of

children's programs; characters and children need to identify themselves with each other.

5. Continuous program evaluation should be completed by children, teachers, and parents.
6. Programming should be based on high action standards but care should be given to program development so sequences are not abrupt.
7. Television programs should deal with emotional and developmental needs of children.
8. Parents, teachers, and children should be made aware of future programming.
9. A yearly report of all new findings related to after-school televiewing should be made.
10. Extending learning experiences of the school day should be given consideration in after-school programming.
11. Continuous search for educational resources should be made possible.
12. Extending opportunities for a broad range of experiences should be made available to children.
13. Provision for orientation of school curriculum should be provided to parents.
14. Color broadcast of all after-school programming should be continued.
15. Provision for color broadcast school viewing centers

- in economically deprived areas should be provided.
16. Wide variety of films and video tape recordings in many interest areas should be continued.
  17. Parents should be made aware of the influence they have in helping to establish good habits of program selection in their children.
  18. Communications should be established between successful educational stations broadcasting after school.

Educational television appears to have access to considerable knowledge about children's behavior. Children were the first devoted viewers. They were probably responsible for many parents buying television sets. Educational television can reach children during the "prime time" of their development only to the extent that educational television realizes the child's ever changing needs!



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## APPENDIX

APPENDIX A  
DIRECTION SHEET

Part I

The following directions should be followed when giving the student questionnaire:

1. Pass out questionnaire face down to all pupils.
2. Explain that the purpose of this questionnaire is to find out what they do after school.
3. Encourage the student to put down in simple language a true response.
4. Encourage no talking.
5. Encourage neatness.
6. Please have the student turn over the questionnaire.
7. Read through the questionnaire with the student, asking for questions.
8. The student may now begin.
9. After ten minutes, collect all questionnaires.
10. It will not be necessary to have absentees fill out a questionnaire when they return to school.
11. Please place a rubber-band around the questionnaires and send to your principal's office immediately.
12. Be sure to indicate the teacher's name and grade level taught.

Part II

The following directions should be followed when distributing the parent questionnaire to the student in sealed envelopes:

1. Pass out to all students who took the student questionnaire before school is out on the same day.
2. Explain to the student that the purpose of this questionnaire is to find out what the children and parents do after school.
3. Explain to the student that names will not be used and are only for the purpose of matching student and parent questionnaires together when returned.
4. Encourage the student to bring back his parent questionnaire the next school day in the envelope provided.
5. Please collect all parent questionnaires returned at the end of the week and send to your principal's office.
6. Be sure to indicate the teacher's name and grade level taught.

Thank You for your cooperation,

Larry C. Bartindale  
Cattell Elementary School

## APPENDIX B

A student questionnaire concerning the after-school activities of students in grades three, four, five, and six in three Des Moines, Iowa schools.

KaDiPuS Wants to Know What You Are Doing!

First Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

What do you do after school? \_\_\_\_\_

What do you like to do best after school? \_\_\_\_\_

Do you have a library card? \_\_\_\_\_

Do you take any kind of music lessons? \_\_\_\_\_

Do you have a hobby or collection? Yes \_\_\_\_\_ No \_\_\_\_\_

What is it? \_\_\_\_\_

Are you a member of a club? Yes \_\_\_\_\_ No \_\_\_\_\_

What is it? \_\_\_\_\_

Do you work after school? Yes \_\_\_\_\_ No \_\_\_\_\_

Doing what? \_\_\_\_\_

## APPENDIX C

A parent questionnaire concerning the after-school activities of students in grades three, four, five, and six in three Des Moines, Iowa elementary schools.

Child's First Name \_\_\_\_\_  
 Grade \_\_\_\_\_  
 Teacher \_\_\_\_\_

### Part I

1. After school, what does your child do most of the time?  
 Play \_\_\_\_\_ Work \_\_\_\_\_ Study \_\_\_\_\_ Read \_\_\_\_\_ Watch TV \_\_\_\_\_  
 Other \_\_\_\_\_
2. About how much total time each week does your child spend doing the following things when he is not in school?

	No Time	Less Than 1 hr	1-3 hrs	4-6 hrs	7-9 hrs	10-13 hrs	More
Go to the library	_____	_____	_____	_____	_____	_____	_____
Build or make things	_____	_____	_____	_____	_____	_____	_____
Read books	_____	_____	_____	_____	_____	_____	_____
Collect things	_____	_____	_____	_____	_____	_____	_____
Experiment	_____	_____	_____	_____	_____	_____	_____
Visit interesting places	_____	_____	_____	_____	_____	_____	_____
Train pets	_____	_____	_____	_____	_____	_____	_____
Watch TV	_____	_____	_____	_____	_____	_____	_____
Play musical instruments	_____	_____	_____	_____	_____	_____	_____
Go to the movies	_____	_____	_____	_____	_____	_____	_____
Listen to the radio	_____	_____	_____	_____	_____	_____	_____
Do homework	_____	_____	_____	_____	_____	_____	_____
Cook	_____	_____	_____	_____	_____	_____	_____
Other things	_____	_____	_____	_____	_____	_____	_____

3. Do you have a color TV set?  
 No \_\_\_\_\_ Yes \_\_\_\_\_ How many? \_\_\_\_\_
4. Do you have a black and white set?  
 No \_\_\_\_\_ Yes \_\_\_\_\_ How many? \_\_\_\_\_
5. Does your child watch TV between 3 and 6 p.m. on school days?  
 No \_\_\_\_\_ Yes \_\_\_\_\_

6. About how many hours each week (3-6 p.m.) does your child spend watching each channel?

	No Time	Less Than 1 hr	1-3 hrs	4-6 hrs	7-9 hrs	10-13 hrs	More
Channel 5 - WOI	___	___	___	___	___	___	___
Channel 8 - KRNT	___	___	___	___	___	___	___
Channel 11 - KDPS	___	___	___	___	___	___	___
Channel 13 - WHO	___	___	___	___	___	___	___

7. If your child watches TV between 3 and 6 p.m. on school days, who selects the program? (Check One)  
 The child \_\_\_\_\_ An adult \_\_\_\_\_ Sometimes adult, sometimes child \_\_\_\_\_
8. Which adults watch TV after school with the child, if any?  
 Mother \_\_\_\_\_ Father \_\_\_\_\_ Both \_\_\_\_\_ Other adult \_\_\_\_\_  
 None \_\_\_\_\_
9. How often does an adult watch TV after school with the child?  
 Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Usually \_\_\_\_\_ Always \_\_\_\_\_
10. How often does the child talk about TV programs he watches?  
 Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Usually \_\_\_\_\_ Always \_\_\_\_\_

## Part II

The following questions apply to either or both parents:

1. Do you do any of the following things with your child?

	Never	Some- times	Often	Always
Go to the library	_____	_____	_____	_____
Build or make things	_____	_____	_____	_____
Read books	_____	_____	_____	_____
Collect things	_____	_____	_____	_____
Experiment	_____	_____	_____	_____
Visit interesting places	_____	_____	_____	_____
Train pets	_____	_____	_____	_____
Watch TV	_____	_____	_____	_____
Play musical instruments	_____	_____	_____	_____
Go to the movies	_____	_____	_____	_____
Listen to the radio	_____	_____	_____	_____
Do homework	_____	_____	_____	_____
Cook	_____	_____	_____	_____
Other things	_____	_____	_____	_____

2. Do you watch TV between 3 and 6 p.m. on school days?  
Yes \_\_\_\_\_ No \_\_\_\_\_

3. How much do you watch each channel during this time?

	Never	Some- times	Often	Always
Channel 5 - WOI	_____	_____	_____	_____
Channel 8 - KRNT	_____	_____	_____	_____
Channel 11 - KDPS	_____	_____	_____	_____
Channel 13 - WHO	_____	_____	_____	_____

4. Have you, as a parent, learned anything about your child's school work by watching TV between 3 and 6 p.m. on school days?  
Yes \_\_\_\_\_ No \_\_\_\_\_

5. Do you ever watch channel 11 during the school day?  
Yes \_\_\_\_\_ No \_\_\_\_\_

6. If so, has it helped you understand your child's school work?  
Yes \_\_\_\_\_ No \_\_\_\_\_